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ABSTRACT

Focusing on community college programs designed to achieve multicultural climates and minority student success, this monograph provides profiles from documents in the ERIC database of such programs established in the 1990s by individual colleges or developed in partnerships with community, business, or other educational institutions. Introductory materials provide a conceptual framework for minority programs and present a synopsis of strategies described in the profiles. One-page descriptions are then provided of 21 programs focusing on students, including 8 related to recruitment, 6 regarding retention, 6 related to student success, and 2 focusing on transfer. Next, descriptions are provided for faculty programs, including five related to recruitment, two focusing on development, and two on advancement. Five programs related to administrator advancement are then reviewed, and then five campus-wide multicultural efforts related to campus climate and assessment and program assessment are profiled. For all the sections, the profiles include the program title, host institution, and contact person, as well as descriptions of program philosophies and strategies. Finally, a 117-item bibliography is provided of resources related to community colleges and higher education. An agenda for minority education by the American Association of Community Colleges is appended. (KP)

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Multicultural Strategies for Community Colleges

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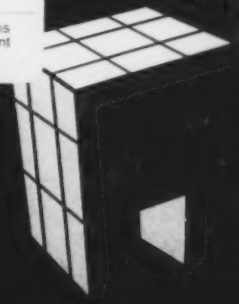

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Multicultural Strategies for Community Colleges

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PREFACE

Making Good on Our Promises...Moving Beyond Rhetoric to Action, the 1993 report issued by the special AACC Commission to Improve Minority Education, laid out a comprehensive agenda to improve the success of minority students in community colleges. The action recommendations were aimed at every segment of our enterprise, including the AACC Board of Directors, state offices, college chief executive officers and faculty, and students. Their comprehensive design was to ensure that community colleges include in the array of their priorities a focus on equity, that programs of all kinds be sensitive to minority concerns, and that a culture, in fact, be created in the colleges to facilitate the equitable distribution of resources, respect, and opportunities.

AACC distributed the report broadly through the community college network, to federal and state agencies, related national organizations, Congress, and other significant organizations that have a stake in these issues.

The issues are as fresh today as they were when the report was written. While every part of higher education has significant responsibilities for actively responding to these recommendations, community colleges have a special obligation. The numbers are telling. Community colleges enroll about 46 percent of all undergraduate students in American colleges and universities; 49 percent of all first-time freshmen enroll in community colleges; and 52 percent of all minority undergraduate students attend community colleges. Twenty-seven percent of our students are minority. Of all minority students in community colleges, 40.1 percent are African American, 36.3 percent are Hispanic, 4.3 percent are Native American, and 19.3 percent are Asian American.

Equally significant as these statistics is the fact that we are *community* colleges, charged with responding to the specific needs (and demographics) of our communities. Unlike other postsecondary institutions that draw their students from state, national, and even international sources, ours come primarily from local areas. This fact alone places a special obligation on our colleges to provide the best, most responsive set of policies and programs to ensure that everyone in our service areas gets the best possible chances for a quality education.

AACC is committed to these principles. Since the special commission completed its work, the Association has taken a number of actions consistent with its directions, but much more needs to be done.

This document is a "living" monograph, one that we will regularly update, revise, and distribute to you as a resource to help you enrich the services and programs you currently offer. Its form is not designed to offer comprehensive information about each of the noted programs, but rather to provide basic details about what is being done in specific colleges and the persons who lead the efforts. You can obtain more specific information either by contacting the colleges noted or by reading the full reports contained in the ERIC database.

To help us in these efforts, I invite you to send information to us about the successful minority education efforts you are making in your college. We are interested specifically in programs aimed at students, faculty and staff, and in applications designed to create a positive campus climate. With your help, we can supplement what we know already and thereby tell others the community college story even better.

Finally, I want to extend a special thanks to Tronie Rifkin and Anita Colby of the ERIC Clearinghouse for Community Colleges, who graciously worked with us to uncover the greatest proportion of the programs referenced here, crafted the introduction, and produced the extended bibliography appearing at the end of this monograph.

David Pierce
President
American Association of
Community Colleges

Introduction

by Tronie Rifkin and Anita Colby

This publication presents profiles of community college minority programs from across the nation. The profiles, selected from the ERIC database, represent models of programs established in the 1990s by individual two-year colleges or developed in partnerships with community or business organizations and other educational institutions. One purpose of this introduction is to provide a conceptual framework for community college minority programs. A second purpose is to draw examples from the profiles and other ERIC database documents and highlight the unique approaches minority programs use to achieve either a multicultural campus climate or minority student success, or both.

The Conceptual Framework

The conceptual framework is based on two different aims of community college minority programs: to foster a multicultural climate on campus and to improve the chances for minority students to succeed during and after their two-year college experience. In order to achieve their goals, minority programs establish intermediate objectives. Intermediate objectives adopted by minority programs with an interest in minority student success focus on improving recruitment initiatives and increasing retention, academic achievement, and transfer. The improvement of academic practices and the development of human resources are two other intermediate program objectives that are intended to positively affect minority students.

Intermediate objectives adopted by minority programs focusing on the development of a multicultural climate include increasing minority representation on campus, improving racial attitudes and relations, and developing leaders among minority administrators and faculty, and sometimes staff. Though the attainment of these objectives is primarily intended to foster a multicultural climate, an end in itself, their attainment also indirectly affects minority students and their success. Implicit in objectives related to multiculturalism on campus is the belief that fostering diversity on campus enhances minority student success. As such, non-student-focused minority programs can be considered an indirect model for student success even though the intermediate objectives serve to achieve a different aim

Methods for Achieving Minority Program Objectives

How are minority programs carrying out these intermediate objectives? What methods are implemented to achieve minority student success? What methods

are implemented to foster a multicultural climate? The profiles suggest that the methods are specific to individual programs. Even programs with similar objectives have developed and implemented different and sometimes divergent methods. Though it is easy to discern common intermediate objectives among minority programs, it is much more difficult to identify common methods across programs. The following section will use the conceptual framework to organize a presentation of the unique and differing methods reflected in minority programs.

Methods of Promoting Minority Student Success

Improving Recruitment, Retention, and Academic Achievement. Community colleges enroll 47 percent of the minority students participating in postsecondary education, serving as a positive force in providing minority students with access to higher education. Nonetheless, many community colleges are experiencing enrollment declines among their minority students. These schools and others are making efforts to recruit minority students to better reflect the composition of their service area.

A number of institutions are implementing programs to recruit minorities into math, science, and engineering fields (Jones, 1992), and teacher education programs (State Center Community College District, 1990). Some community college programs focus on assisting minorities at the high school level and before. Middle College High School (MCHS) projects are emerging in a number of cities, including Boston, Seattle, and Los Angeles, as well as New York, where the MCHS concept was born. MCHSs are typically housed at a community college, serving high-risk urban youth with college potential. In California the two MCHS projects offer students basic courses for high school graduation in the college preparatory track, supplemented by college courses and high school electives. MCHS teachers take the role of teacher-counselors, discussing school and personal problems with student advisees (California Community Colleges, 1993). The Alliance for Excellence in Roanoke, Virginia, offers another example of an effort to increase opportunities for minorities in higher education. The program operates as a partnership between Black churches and community colleges to promote educational mobility through motivational seminars; essay contests for young people on the value of an education; speakers on special issues in minority education; and educational scholarships ("Alliance for Excellence," 1993). Other approaches taken to encourage and motivate students to attend college include the mentor program at Cumberland County College, which recruits minority students to serve as mentors for Black and Hispanic high school seniors (Stolar and Cowles, 1992); the Black Student Recruitment Program at Jackson State Community College (Williams, 1993); and the Associate Degree Interior Design and Diploma Interior Design Assistant Program at Milwaukee Area Technical College (Janke and Kelly, 1992).

Once minority students are at the college, minority programs provide several different support services to help students attain an associate degree. These services include counseling, tutoring, support for nonnative native English speakers, role modeling, faculty mentoring, and peer mentoring. The Adelante program at San Jose City College, for example, offers cognitive core courses along with counseling and academic support services to Hispanic students (Kangas and Sklute, 1992). Peer mentoring is a component of American River College's Peer Assisted Learning Project to improve the performance of minority students and others in math, biology, and chemistry (Reitz and McCuen, 1993). In another example, the Math, Engineering, and Science Program (MESA), initiated by Cabrillo College in California, holds weekly academic enrichment meetings and Saturday academies, and encourages students to meet with tutors and participate in study groups (Claire, 1992). Similarly, the ALANA (Asian, Latin, African, and Native American) mentoring program at St. Clair County Community College, Michigan, addresses the identity issues facing ALANA freshmen with peer mentors who not only provide academic and social support but also support students in thinking critically and in role playing (Mueller, 1993).

Increasing Transfer Rates. A number of projects have been initiated at community colleges to improve the chances that all who aspire to the baccalaureate will achieve it. A range of methods are illustrated in these programs, including information dissemination and outreach, curriculum development, faculty mentoring, and interinstitutional articulation. The Truman College Transfer Center (TCTC), for example, uses such proactive methods as information dissemination and outreach. The TCTC maintains a resource center with current information and the materials needed to assist students in the transfer process. In addition, it plans college fairs and recruitment visits by university representatives, and is developing a marketing strategy to inform and encourage traditionally underrepresented populations to consider transferring (Valencia, 1993). The Academic Senate for the California Community Colleges developed and encouraged the use of faculty mentoring efforts in order to increase persistence and transfer. Faculty mentoring includes interpersonal involvement with students through coaching, consulting, persuading, and instructing (California Community Colleges, 1993).

The Partnership Grant Program developed in collaboration with two- and four-year schools affects minority student success through curriculum development and revision, the improvement of transfer management, and faculty development (Eaton, 1992). A collaborative effort to increase interinstitutional articulation between noncredit developmental and credit mathematics courses was established by the Georgia State University and Atlanta Metropolitan College. The partnership reported that sequencing of instruction, levels of classroom interaction, and breadth of topic coverage might

affect transfer (Najee-ullah, et al., 1993). In addition, the MESA program, mentioned earlier in connection with its recruitment objectives, also promotes transfer in the sciences. This program emphasizes articulation activities that ensure students a place in courses that are transferable, as well as visits to university campuses, and assistance in the transfer process (Claire, 1992).

Improving Academic Practices. Community college students come to the classroom with diverse academic experiences, talents, abilities, and learning styles. While some community colleges are attempting to devise instructional delivery methods that take this diversity into account, the revision of academic practices is rarely emphasized as a minority program objective or incorporated in activities to facilitate recruitment, retention, and transfer. However, a recent study by Kurth (1994) developed and tested a model for using peer coaching to improve instruction of culturally diverse students. A vital component of the peer coaching model is training tenured faculty members in specific classroom techniques such as questioning strategies, discussion strategies, student mediation of ideas, the establishment of expectations, lesson pacing, wait times, and content densities of lessons. An observed outcome of the model was an increase in the use of a variety of teaching techniques by the faculty. Adapting academic practices to culturally and ethnically diverse populations with diverse learning styles is one way of sensitizing faculty to minority students needs and encouraging success in college.

Human Resource Development. Contemporary economic development challenges are causing community colleges to focus many of their activities on workforce preparation and employee training and retraining. Colleges are seeking to identify demand occupations in their service area, help attract and retain industry, and prepare students with the skills needed to enter and succeed in jobs in local industry. Minority programs with human resource development objectives most often involve training in technical, allied health, and management areas. Community colleges in Florida, Texas, Ohio, Hawaii, New York, Montana, California, Michigan, Virginia, Pennsylvania, Iowa, and New Mexico are involved in efforts to recruit and train minority students for the nursing profession (McKenney, 1991). The Tennessee Valley Authority Community College Network involves forty public two-year institutions in a cooperative effort to improve workforce skills through advanced technical skills development, instructor training and retraining, tech-prep, university joint venture partnerships, continuing education, and mentoring (Jones, 1992). Specific workforce skills are developed by Sinte Gleska University's Human Services Program, located on an American Indian reservation; it trains students for midlevel human service professions.

A new and rapidly emerging approach to preparing people for the workforce is entrepreneurial training. The Preparing for Profit entrepreneurial training

seminar at La Guardia Community College was designed to assist minority and women business owners in attaining certification by public agencies and in winning government contracts (Blumstein, 1993). A similar program in business management training and loan assistance is in place at the Sicangu Enterprise Center to help Rosebud Sioux tribal members start small businesses (Haase, 1992).

Internships are appearing as another method of human resource development for minorities. The Minorities in Government Internship Project provides students with an internship in local municipal governments in administrative, technical, and management fields (Banatao and Criddle, 1992).

Methods - Fostering a Multicultural Climate

Increasing Minority Representation. Minority faculty and administrator participation in academic life at the community college is essential to achieving a multicultural environment. Community colleges in several states are responding to social and demographic changes with targeted efforts to increase minority representation and participation at faculty and administrative levels. Texas's Enhancing the Quality and Retention of Minority Teachers and Teachers in Critical Shortage Areas Project helps support first-year teachers by providing peer coaching in teacher training and general assistance in the classroom, incorporating accountability, and improving professional development systems (Laurel, et al., 1991). Mott Community College's Minority Education Initiative included both student and faculty recruitment components, seeking to increase minority enrollments by 9.5 percent and the number of faculty positions held by minorities by 8 percent within three years (Roberts, et al., 1992).

One consortium project has developed a leadership approach to increasing minority representation among administrators. By developing and enhancing the leadership styles of potential women and minority administrators, the Leadership Institute for a New Century seeks to increase the diversity of upper-level administrators at community colleges (Ebbers, et al., 1992).

Developing Leadership. Leadership diversity strengthens an organization. The Kentucky Leadership Academy has designated leadership development as its objective, as opposed to adopting leadership development as a method to increase minority representation. The academy was established for the purpose of preparing the next generation of leaders within the system's fourteen colleges. It uses a comprehensive experiential learning mode, consisting of the following three stages: a four-day summer institute focusing on state and national issues in education, business, and government, as well as personal growth and development concerns; a fall internship at the participants' home college under the mentorship of their president or dean; and two fall retreats focusing on the

culture, politics, and problems of the region as they relate to the Kentucky community college system (Edwards, 1992). The Platte campus of Central Community College in Columbus, Nebraska, worked with nine other colleges to promote cultural diversity at the colleges. The goals of the project were to expand programs to accommodate leadership diversity; design innovative staff development programs; develop personnel practices to enhance the recruitment and retention of women and minorities; and provide in-service training in using curriculum components and classroom techniques that foster multicultural sensitivity (Ballobin, et al., 1993).

Investigating and Improving Racial Attitudes on Campus. An important aspect of creating a multicultural campus environment is ensuring that students and faculty of different racial and ethnic backgrounds feel welcome on campus. Colleges with both large and small proportions of minority students are conducting studies to assess the campus's racial climate and the degree to which minority students feel the presence of racial bias (Boughan, 1992; Midlands Technical College, 1992). Efforts such as the Multicultural Demonstration Project at George Brown College (GBC) in Toronto take a broad approach to the issues of multiculturalism (Ward, 1990). GBC's project was developed to increase senior administrators' awareness of the issues of multicultural change; assist in the implementation of new racial and ethnic relations policies; develop a model for organizational change; and pilot methods for improving responses to an increasing number of ethnically and culturally diverse students.

Monitoring Outcomes. Minority student success and a multicultural climate can be facilitated in a variety of ways using a variety of methods. A community college's minority program can address either minority student success or campus diversity, or both. Once the program's aims and attendant intermediate objectives are clear, the methods and activities can be developed and initiated. It is clear from the examples that the process of minority program development requires creativity, sensitivity, and personal involvement in order to tailor methods and activities to the specific needs of the culturally and ethnically diverse populations the community colleges serve.

Finally, it should be noted that the conceptual framework is not foolproof, and there is nothing to suggest that new programs have to fit within the framework or conform to a specific program model. However, it is important to monitor outcomes of existing programs as well as new experimental programs in order to know whether or not the aims and objectives are successfully achieved. Though several minority programs do collect data on program effectiveness, there are still many for which no data are available. Minority programs would greatly benefit from an increased emphasis on program outcomes and effectiveness; it would support and validate the many creative and special

methods and techniques they use to foster a multicultural climate and to enhance student success.

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Anita Colby *is Associate Director at the ERIC Clearinghouse for Community Colleges.*

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SYNOPSIS OF STRATEGIES

Following is a synopsis of strategies described in the following abstracts. They are organized by group and objective. Some abstracts utilize more than one strategy.

Students

RECRUITMENT

Cooperate with local churches-- *p. 17*
Create science-related academic center-- *p. 18*
Develop counseling relationships between teachers and students-- *p. 20*
Cooperate with middle schools-- *p. 21*
Cooperate with community-based organizations-- *p. 21*
Create eighth-grade student trust funds for college-- *p. 22*
Begin career-related programs with high school students-- *pp. 23, 25*

RETENTION

Provide comprehensive counseling and guidance-- *pp. 24, 27*
Provide child care and transportation for welfare recipients-- *p. 28*
Tap teachers and students as mentors-- *p. 29*
Establish saturday academies-- *p. 26*
Identify at-risk students early-- *p. 30*

SUCCESS

Review students' educational plans at entry-- *p. 31*
Recognize the diversity within student ethnicity-- *p. 33*
Use culturally relevant literature to develop identity-- *pp. 33, 34*
Bring cultural styles into the classroom-- *p. 35*
Use quantitative measures to assess study habits-- *p. 36*
Provide faculty with the training needed to teach culturally diverse students-- *p. 37*

TRANSFER

Develop transfer centers-- *p. 39*
Establish two-year~four-year institutional partnerships to examine articulation standards-- *p. 38*

Faculty

RECRUITMENT
Develop recruiting manuals for academic department use-- *p. 43*
Provide award incentives for academic departments-- *p. 44*
Recruit from within: "Grow your own"-- *p. 45*
Establish fellowships for doctoral candidates-- *p. 46*
Use vitabanks: minority faculty registries-- *p. 47*

DEVELOPMENT
Provide support for certification test preparation-- *p. 48*
Provide urban field experiences with peer coaching-- *p. 49*

ADVANCEMENT
Create a professional development academy-- *p. 50*
Establish fellowships for faculty development-- *p. 51*

Administrators

RECRUITMENT AND ADVANCEMENT
Establish leadership institutes:
Sponsored by AACC councils-- *pp. 55, 56*
Sponsored by consortia-- *p. 57*
Sponsored by state community college systems-- *pp. 58, 59*
Foster mentoring-- *p. 56*

Campus

CURRICULUM
Create new multicultural curriculum-- *p. 63*

CLASSROOM
Focus on classroom environment-- *p. 64*

ASSESSMENT
Conduct campuswide needs assessment-- *p. 65*
Conduct program-specific needs assessment-- *p. 65*
Conduct assessment of students' job expectations-- *p. 66*

DIAGRAM OF INVOLVED ENTITIES

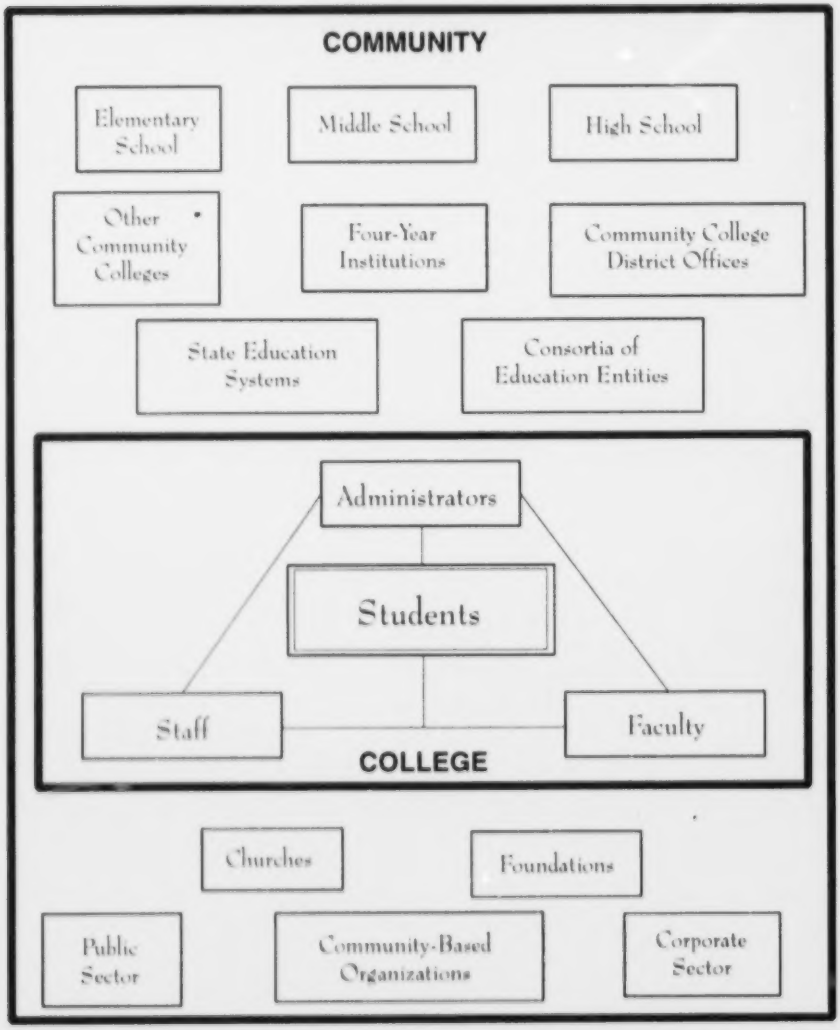

Figure 1-- This diagram depicts the entities involved in the initiatives described in the following abstracts.

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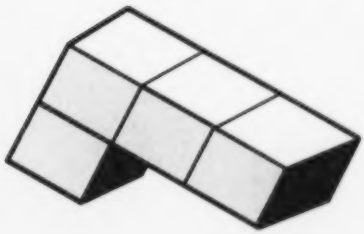
STUDENTS



Student Data

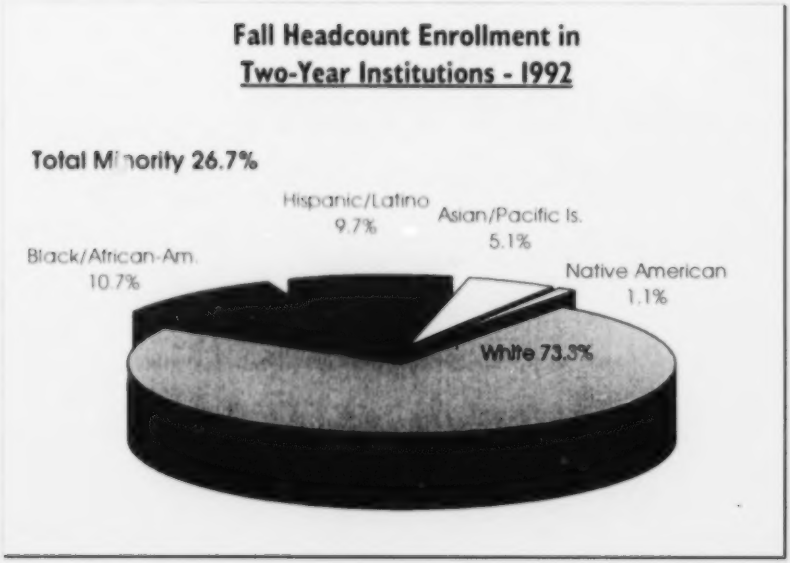


Figure 2-- Source: *Digest of Educational Statistics, 1994*

Associate Degrees Conferred, by Ethnicity: 1976–77, 1986–87 and 1991–92						
	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Asian / Pacific Islander	American Indian / Alaskan Native	Non-Resident Alien
1976-77	342,290	33,159	16,636	7,044	2,498	3,329
1986-87	361,861	35,447	19,334	11,779	3,195	4,688
1991-92	400,530	39,411	26,905	15,596	4,008	7,937

Table 1-- Source: *Digest of Educational Statistics, 1994*

Student Recruitment

Alliance for Excellence

Danville Community College
1008 South Main Street
Danville, VA 24541
B. Carole Ramsey, President
Contact: Andrea J. Burney, Assistant to the President
Phone: 804-797-8458
Fax: 804-792-6810
E-mail: DCBURNA@vccscent.bitnet

In an effort to increase opportunities for minorities in higher education in the face of rising costs and decreasing funding, the Alliance for Excellence (AFE) was formed in 1986 in Roanoke, Virginia, as a partnership between Black churches and community colleges. The partnership seeks to combine the local resources of the colleges with the community-based leadership of Black congregations to increase the enrollment of Black students at area community colleges.

Programs begin with motivational seminars for young children and their families to promote a positive idea of college education. Other AFE efforts include an annual "Black Issues in Focus" program; essay contests for young people on the value of a college education; programs to recognize student achievement at college and past contributions of community members; speakers on special issues in minority education; scholarships; textbook subsidies and minority employment; and business fairs.

Between 1984 and 1991 total Black student enrollment at Danville Community College increased by 20.8 percent. Nationally, Black student enrollment in two-year colleges increased by 5.4 percent during the same period.

Paper presented at "Leadership 2000," the 5th Annual Conference of the League for Innovation in the Community College and the Department of Education Administration at the University of Texas, Washington, D.C., July 18-21, 1993.

Student Recruitment

MESA Program

Cabrillo College
6500 Soquel Drive
Aptos, CA 95033
John D. Hurd, President
Contact: Victoria Rousseve, MESA Director
Phone: 408-479-6100
Fax: 408-479-6425

The Math, Engineering, and Science Achievement (MESA) program at Cabrillo College seeks to recruit and retain minority students for careers in math, engineering, and science. Supported by a grant from the California Community Colleges Chancellor's Office, the program establishes a center on each campus for academic support and achievement. MESA has more than a twenty-year track record at four-year California institutions, but Cabrillo College was the first two-year college to adopt it.

MESA begins at the precollege level. A MESA advisor (a math teacher, science teacher, or counselor from the school) recruits middle and high school students, provides them with tutors and study groups, and schedules field trips. The field trips include visits to college campuses as well as businesses involved in science or engineering. The advisor also coordinates Family Day, a variation of the study group where parents participate in working on students' math problems. An awards banquet is organized at the end of the year to recognize students who have successfully completed the program.

On the college level, counselors and faculty make minority students aware of MESA resources. However, to circumvent the stigma that accompanied the "remedial" support MESA provides, the name of the program was changed to PACE, Pathways to Academic Excellence. The name also represented a change in philosophy. Instead of remedial support, the MESA center focused on "promoting excellence." Otherwise the college-level program involved many of the same components as at the precollege level.

The results of the program have been mixed. Though more minority students enrolled in math, science, and engineering courses at Cabrillo, their performance reflected that of the general population.

In spring 1990, 926, or 14.9 percent, of the students enrolled in math, science and engineering courses at Cabrillo were either Hispanic/Latino, African-American/Black, Filipino, or Native American. Of these students, 57.88 percent

finished their courses in one semester. Seven percent of those students finished the course with an A grade and 37 percent received a transferrable grade. In the general population, 63.71 percent completed their courses in one semester and 15 percent received an A grade.

After the implementation of the MESA program (spring 1991), enrollment for these groups of minority students rose to 1,108, or 16 percent. Of these students, 59.2 percent completed the course in one semester. Six-point-four percent received an A grade and 36 percent received a transferrable grade. At the same time, the general population enrolled in these courses rose to 6,790. Of that number 65.4 percent completed their courses, 16 percent received an A grade, and 43 percent received a transferrable grade.

How to Start a MESA Center at a Community College. Claire, Susan; (ED 343 642)

Student Recruitment

Middle College High School Project

California Community Colleges
Contra Costa and Los Angeles Southwest Colleges
1107 Ninth Street, Sixth Floor
Sacramento, CA 95814
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Since 1988 the California legislature has provided funding for the development of two Middle College High School (MCHS) projects, one at Contra Costa College and the other at Los Angeles Southwest College. The program aims to help high-risk urban youth with college potential to stay in high school and pursue higher education.

The program uses role models as mentors, small classes, and academic support services to retain these future college students. In addition, the program provides teachers as counselors and advisors. As a result, more of the outside factors affecting the student's learning can be addressed. Other aspects of the program include career education and internship opportunities.

Despite budget constraints, third-year enrollment in the program increased by 45 percent at Contra Costa College and by 21 percent at Los Angeles Southwest College in 1992. The total increase in student enrollment was 381.

Preliminary results show that student grades and attendance improved substantially beginning with the first year of MCHS participation. Although overall performance declined for returning students, this downturn was less significant for the programs' second returning class than for the first.

Board of Governors of the California Community Colleges meeting, (Sacramento, CA. May 13-14, 1993)

Student Recruitment

Miami Promise

Miami-Dade Community College
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Miami, FL 33132
Robert H. McCabe, District President
Contact: Marzel Smith, Project Coordinator
Phone: 305-237-3540
Fax: 305-237-3426

Miami Promise is an early academic preparation program that focuses on sixth-grade students. Miami-Dade Community College, the Urban League of Miami, the Dade County Public Schools, the United Teachers of Dade, and the Mitchell Wolfson Senior Foundation work in partnership to increase the number of minority students attending college.

The students are selected according to the following: standardized test scores (in the median range); a 2.0 grade point average; parent involvement; previous after-school and Saturday tutorial session participation; and student participation in motivational time management, study skills workshops. In addition, students must enroll in mathematics, science, English, social science, and computer literacy courses.

Once enrolled, the students receive scholarships based on achievement and the students' desire for advancement. The scholarship funds are raised by sponsors and matched dollar for dollar by the Mitchell Wolfson Senior Foundation. The level of funding increases as students enter Miami-Dade Community College.

The students also follow an articulation agreement between Miami-Dade and four-year institutions affiliated with the program. These four-year institutions include Florida A&M University, Alabama A&M University, Alabama State University, Florida Atlantic University, University of Miami, Florida Memorial University, Fort Valley State University, Tuskegee University, and Florida International University.

Finally, the program provides mentors for the students. These mentors work with the students and their parents or guardians.

New Directions for Community Colleges, n74, Summer 1991. Phillips, Roy, G.

Student Recruitment

Possible Dream

San Juan College
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Farmington, NM 87402-4699
James C. Henderson, President
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Fax: 505-599-0385

San Juan College's Possible Dream program gives students an opportunity to participate in financing their own future. The goal is to provide scholarships to students who will be the first in their families to attend college.

The college enrolls eighth-grade students in a $10-per-month savings account for a personal education fund. By graduation they will have saved enough to pay for three semesters of tuition at San Juan. The college also adds a $100 scholarship, and promises that the fourth-semester tuition will not increase for those enrolled in the program. The academic component of the program uses counselors to explore career options with the students and to point out which classes will help them prepare for those options in high school.

More than a thousand students have enrolled in the program for 1994–95. Program activities follow each participant throughout his or her high school experience. Possible Dream also has development activities for parents to keep them involved.

New Directions for Community Colleges, v74, Summer 1991. Henderson, James, C.

Student Recruitment

FORTUNE 2000

University of Delaware
College of Business
Newark, DE 19716
David P. Roselle, President
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Fax: 302-831-6750

Fortune 2000 is a comprehensive program offered by the University of Delaware's College of Business to prepare minority students for business careers at an executive level. The students who come to the program major in accounting, economics, finance, management, marketing, and operations management. The project aims to support about one hundred students from their initial recruitment until they enter the workforce.

The project s services include career counseling for high school students; financial support through scholarships; a five-week on-campus summer academy for freshmen and transfer students; close monitoring; and career counseling from MBNA America Bank, J. P. Morgan Delaware, Chase Manhattan Bank, Bank of New York (Delaware) Wachovia Bank and Dupont Company employees during summer employment. These summer positions may also extend into full-time employment after graduation.

The National Council on Black American Affairs (NCBAA), an affiliate organization of the American Association of Community Colleges, promotes Fortune 2000 at community colleges as a means to encourage students to major in business and to recruit them for the program. In so doing, NCBAA also increases awareness of modifications that can be made in community college business curricula to improve business course articulation. Fortune 2000, however, recruits students from across the country.

A distinctive factor of the Fortune 2000 program is its emphasis on character. Not only are students given practical insight into training and education required for successful employment, but they are also given lessons on work ethic and interpersonal skills to help them excel in the jobs they attain.

Northeast Region Fall 1994 Newsletter, National Council on Black American Affairs.
Wright, Ron D.

Student Recruitment

ADOPT-A-SCHOLAR

Eastern Wyoming College
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Torrington, WY 82240
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Fax: 307-532-8222

Based on a program initiated by Johnson County Community College in Overland Park, Kansas, Eastern Wyoming College (EWC) has developed an Adopt-a-Scholar program for Hispanic students. The goal of the program is to give students national role models, self-esteem enhancement, alcohol and drug abuse counseling, career counseling, and study skills development necessary for them to enter college with confidence.

The program primarily selects students in sixth grade in local schools, while they are still forming attitudes about higher education; however, other upper-grade students are also chosen. Eligible candidates must show promise to succeed and face considerable financial or social challenges. In order to receive program benefits, participating students must stay drug-free and establish a rising trend in their grade-point averages. During the sixth through tenth grades, the program gives students free tuition to enroll each year in two community education classes and provides access to sports clinics. Those students who graduate from high school are entitled to four semesters of free tuition at EWC. Students only have to pay nominal enrollment fees.

Among other benefits of the program, EWC fosters good relations with public schools; parents are involved in personal development activities; and students are exposed to a campus environment for as many as seven years before attending college.

The Adopt-A-Scholar program was initially funded by a Wyoming Educational Trust Fund grant. Owing to the state of Wyoming's economic woes, that funding is no longer available. Additional funding has been provided by Coors, Holly Sugar, and Pizza Hut, but more is required to continue the program.

Innovation Abstracts, 2, no. 27

Student Recruitment

Actuarial Science Program

City Colleges of Chicago
Harold Washington College
30 East Lake Street
Chicago, IL 60601
Nancy DeSombre, President
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The Actuarial Science Program provides minority students with the opportunity to become actuarials. Students are recruited from both local high schools and Harold Washington College (HWC) and eventually graduate from a four-year institution with a degree in actuarial sciences. This program is the result of a partnership between Allstate Insurance Foundation, HWC, and the American Association of Community Colleges (AACC).

The Actuarial Science Program has five major components: (1) high school and college curricula are modified to ensure that mathematical requirements are met, especially higher level math such as calculus and statistics; (2) students follow a 2+2+2 model by entering the program as juniors in high school, articulating to HWC, and finally completing the program at a four-year college; (3) students receive financial and academic support throughout their participation and mentoring from Allstate Insurance Company employees; (4) students participate in summer internships at Allstate; (5) actuary science degree recipients are guaranteed a job at Allstate, though they can choose other companies.

AACC monitors the program budget and administration. HWC manages the program through its math department. The program coordinator is responsible for recruiting the students and administering the program. The program begins with students already attending HWC, but six students from area high schools will be recruited in 1996. The high schools are chosen based upon their past articulation success with HWC. The students are chosen based upon proven abilities in math and science.

Student Retention

Upward Bound

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Tucson, AZ 85709-4000
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E-mail: ALISTO@pimacc.pima.edu

Pima Community College's Upward Bound program motivates Native American students to stay in college. This goal is achieved by enriching the academic and developmental preparation of low-income and/or potential first-generation college graduates still in high school.

Upward Bound begins with a Saturday Academic Enrichment Program consisting of sixteen biweekly sessions between October and May for the high school participants. The classes provide tutoring in math, writing, and personal development. A summer program with similar focuses begins in June, during which Pima offers classes for college credit or academic enrichment in math, writing, career exploration, and human development education. Each student attends daily tutoring sessions. Pima provides stipends to cover the cost of participation.

The Tohono O'odham Indian Nation, Sunnyside School District, and Tucson Unified School District, collaborate with Pima Community College in the program. The program recruits fifty American Indian students from six area high schools.

Student Retention

Health Careers Opportunity Program

Ohio University College of Osteopathic Medicine
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West Green
Athens, OH 45701
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The Health Careers Opportunity Program (HCOP) at Ohio University's College of Osteopathic Medicine is designed to retain minority students in the college. It began by determining the skills and knowledge needed to address minority students' concerns and approached its goals by involving several college departments. Eighty-three minority students are involved in the program.

The holistic approach of HCOP reflects the nature of osteopathic medicine, which treats influences of disease as well as its symptoms. The HCOP administrator, director of student services, learning skills specialist, learning skills administrator, mental health counselor, academic enrichment counselor, and assistant director of student services work as a team. The HCOP team looks beyond mere academic factors to identify what influences student performance. Specific personal information communicated between particular counselors and clients are shared with the rest of the team on a need-to-know basis. The entire retention team reviews the progress of each HCOP student using an Academic Student Profile Sheet.

In addition to the accolades given the program by Black student participants, numerical data show that over half (55 percent) of the participants experienced a major positive change in educational outlook as a result of the counseling component. Thirty-six percent experienced some academic improvement and 18 percent found a deeper understanding of personal issues.

Strategies for Retaining Minority Students in Higher Education; Lang, Marvel and Clinita A. Ford.

Student Retention

Cooperative Agencies Resources for Education

California Community Colleges
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Sacramento, CA 95814
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The Cooperative Agencies Resources for Education (CARE) program aims to provide education and training opportunities for California welfare recipients. Eligible participants must be at least eighteen years old, be single heads of households, have received Aid for Families with Dependent Children for at least one year, and have one child under six upon enrollment in the program. Successful completion of the CARE program eventually assists low-income individuals to break the cycle of welfare dependency by moving them into the workforce.

Among the support services provided to CARE students are child care payment and transportation cost assistance; special counseling; personal development activities, including parenting instruction and study skills; and peer support networking. They are also provided funds for textbooks and school supplies. Participants may obtain vocational certificates or licenses, associate degrees, or transfer credits. About 50 percent of the CARE participants choose transfer credits, 40 percent associate degrees, and 10 percent vocational training.

As of fall 1994, 102 out of the 106 campuses in California's seventy-one community college districts offer the CARE program. CARE's operating cost totals over $6 million per year.

According to 1990–91 statistics, the persistence rate of CARE students was higher than for other community college students (86.56 percent versus 85.74 percent). Also, the performance of CARE students was comparable to that of other California students. Almost 75 percent earned at least a 2.0 cumulative average, 55 percent earned a 2.5 average, and 31 percent earned a 3.0 average. CARE's results are consistent from year to year.

Student Retention

ALANA Program

Prince George's Community College
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Largo, MD 20772
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Prince George's Community College's Minority Student Retention Program encourages part-time and returning minority students to make full use of the college's resources. It also seeks to make the students feel connected to the college. The program was created in response to the rapid rise of minority student enrollment through the 1970s and 1980s and the disparate achievement levels between these students and their white classmates.

The college achieves its goal through a comprehensive mentoring program. The ALANA (Asian, Latin, African, Native American) office recruits up to 30 percent of the faculty and staff of the college to volunteer their time as mentors. Seven members of the president's staff also participate. The faculty and staff who apply to be mentors are selected according to their ability to relate to students and their knowledge of the college, among other factors. Those selected participate in diversity training and in a family-mentor-mentee orientation. Student participation is voluntary. All participating students must sign mentee agreements.

The mentors monitor students during the third, fifth, and eighth weeks of the semesters. They also provide academic and personal support. The ALANA office publishes a bimonthly newsletter that notes accomplishments of the mentees, keeps them aware of upcoming academic deadlines, and announces visits from college and job recruiters. More than six hundred minority students are served by the retention program.

Since its inception, the retention rate for minority students has been as high as 67 percent. The general retention rate for minority students at Prince George's Community College is 61.7 percent.

Student Retention

Drop-Out Prevention Program

Ranken Technical College
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St. Louis, MO 63113
Ben H. Ernst, President
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Fax: 314-371-0241

Ranken Technical College, a small, private, nonprofit, two-year technical college in Saint Louis, developed a plan to flag at-risk students. College staff assess the needs of these students and initiate programs to meet those needs. The program goal is a higher retention rate, especially among minorities.

The following components were found to be essential to the Drop-Out Prevention Program: an extended orientation; a freshman survival course; identification of at-risk students; assessment of at-risk students; specific prescriptions for remediation of weaknesses; collaboration among faculty, staff, and administration; immediate, consistent, and ongoing feedback among learning resource center specialists, faculty, tutors, and students, and, when necessary, administration and staff; immediate response to perceived trends; and the flexibility to make ongoing changes in the program itself.

Prior to the implementation of the program, the college showed a 64 percent retention rate. After implementation, retention had increased to 84 percent. The program works because the whole college is involved in the effort.

An outgrowth of the program is the Rank and Access Program. This program focuses on academic skills, reading, and work ethics. Students who participate show a 7 percent dropout rate, though many of those students leave the college for nonacademic reasons. Students who do not participate in this second program show a 28 percent dropout rate.

Student Retention

STUDENT SUCCESS PROGRAM
Midlands Technical College
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Columbia, SC 29202
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Fax: 803-738-7821

In response to increased student diversity, expanding enrollment, and a waning budget, Midlands Technical College designed a student success program in 1989. The college goal was to increase the retention of first-time freshmen by 15 percent, reduce the attrition of at-risk students by 10 percent, and increase the use of student services by 15 percent.

Key components of the plan include a year-to-year and term-to-term student peer tracking system; collegewide training in customer service; review of student educational plans at college entry; a computer-based intervention and communication system; a growing emphasis on academic advisement; strong communication between the assessment and advisory components of student tracking; and development of programs for at-risk students.

Midlands Technical College has made significant progress toward achieving its student success goals. By 1992 the college had increased the general first- to second-year retention of first-time freshmen by 10.9 percent and the retention of targeted at-risk groups by 5 to 15 percent. Overall use of student services had far surpassed the goal of 15 percent, increasing by more than 100 percent; and 90 percent of the students responding to collegewide surveys expressed satisfaction with services.

In 1992 the college changed from a quarter system to a semester system and concurrently initiated several changes in academic progress standards and admissions to health programs. Overall retention of first-time freshmen declined by 3.3 percent, with academically underprepared students being most affected. A task force assigned to study this situation has recommended further strengthening of orientation and advisement, prescribing interventions, and limiting credit hours for students on probation.

Student Success Program; Oliver, Sandi; Paper presented at the 5th Annual Summer Institute on Institutional Effectiveness and Student Success; Madison, WI. June 21, 1993

Student Success

ADOPT-A-SCHOOL

Metropolitan Community College
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Omaha, NE 68103-0777
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The Adopt-A-School program at Metropolitan Community College (MCC) brings elementary and secondary schools, postsecondary institutions, and private enterprises together in partnership. The overall goals of the Adopt-A-School program include giving the community a better understanding of its school system's needs, making business expertise available to schools, and assisting the school system in making students more employable. MCC's main goal is to provide its students with a chance to contribute to their community while earning scholarship money.

Although community college tuition is much less than that of four-year institutions, some students still have need of financial aid. By helping with school field trips, grading papers, and tutoring at a partner school, MCC students gain access to a $10,000 scholarship fund supported by the Metropolitan Community College Foundation.

Another component of the partnership includes a local property management company. With its cooperation, volunteer staff operate a study center at one of its neighborhood apartments.

Forty-two MCC students have participated in the volunteer program and have received the scholarship money reserved for them. The partnerships have grown from one junior high school to include an elementary and high school. Program success has been supported by grants from the U.S. Department of Education, Fund for the Improvement of Postsecondary Education, and the ConAgra Foundation.

Student Success

ASIAN/PACIFIC AMERICAN LEADERSHIP PROJECT

Laney College
900 Fallon Street
Oakland, CA 94607
Odell Johnson Jr., President
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Fax: 510-464-3231

Laney College's Asian/Pacific American Leadership (APAL) project focuses on the education challenges of Asian American students. Different groups within the Asian-American community show widely varying levels of academic performance. In particular, Southeast Asian students (Hmong, Vietnamese) generally do not succeed as well as other Asian American groups. This program recognizes such diversity within ethnicity. It is funded by a grant from the Chancellor's Office of California Community Colleges.

The first component of the project is a special orientation and study skills course. The orientation is tailored to the student's unique background (immigrant, Asian group) and then applies skills in critical thinking, studying, career exploration, identification and focus, and social development. The second component is an Asian-centered speech course. This course develops the student's diction, interpersonal communication skills, and assertiveness. The third component is an English course that draws from Asian literature and enables the students to take upper-level English courses. Finally, APAL offers a mentoring program with workshops and counseling sessions that stress self-awareness, self-esteem, and goal setting. It also connects participants with Peralta Community College District faculty, other students and members from the community. The leadership project offered the first Asian-centered curriculum of its kind in California.

Presently, more than fifty students are enrolled in the project. Most of these students are originally from Cambodia and Vietnam. The students' strongest need is assistance in adjusting to the American culture. Next is the need to master English. To meet that need, the project is now recruiting mentors capable of teaching upper-level courses. The project has been successful in recruiting mentors from the campus as well as from the community. Support from the community is evidenced by media coverage from mainstream and Chinese papers in the San Francisco Bay area.

The project plans to include high school students. It will provide them with the same support as lent to Laney College students and will assist in their articulation to the college.

Student Success

ADELANTE PROGRAM
San Jose City College
2100 Moorpark Avenue
San Jose, CA 95128
Ron Kong, Chancellor
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Fax: 408-287-7222

The Adelante program at San Jose City College fosters social, cultural, and political consciousness among Hispanic students and seeks to increase retention and graduation rates. The program's approach involves cognitive core courses along with counseling and academic support services. Heightened consciousness is fostered primarily in the classroom using a Hispanic-centered curriculum. Concepts of identity, language, and social mobility are developed through discussion of such topics as ethnic terminology, racism, and the promises of education.

A study was conducted to compare the success rates of students in the program from fall 1990 to spring 1992 with those of other Hispanic students and all other students in five courses. Success was defined as receipt of a grade of C or higher or credit for a course. According to results, overall Adelante students had a 68 percent success rate, compared with 51 percent for other Hispanics and 54 percent for all other students. Adelante students in one English class had relatively high success rates of 79 percent for fall 1990 and 74 percent for fall 1991 compared with 49 percent and 60 percent for other Hispanics and 47 percent and 55 percent for all other students. In a second English class Adelante students showed success rates of 63 percent for fall 1990 and 56 percent for fall 1991, compared with rates of 61 percent and 50 percent for other Hispanics and 57 percent and 50 percent for all other students. The highest success rate for Adelante students was in the third-level English class for spring 1991--80 percent --considerably higher than for other Hispanics (45 percent) and all other students (51 percent). The one course in which Adelante students did not perform as well as other students was a guidance class, registering success rates of 66 percent in fall 1990 and 56 percent in fall 1991, compared with 61 percent and 58 percent for other Hispanics and 63 percent and 70 percent for all other students.

San Jose/Evergreen Community College district, 19 November 1992. Kangas, Jon; Sklute, John

Student Success

HUMAN SERVICES PROGRAM

Sinte Gleska University
Box 8
Mission, SD 57555
Lionel Bordeaux, President
Contact: Rodger Hornby, Department Chair of Human Services
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Fax: 605-856-2011

Sinte Gleska University hosts a human services program that offers associate and baccalaureate programs to train midlevel human service professionals within an American Indian reservation context. Successful participants leave the program able to provide services to their own communities, including services as paralegals, social workers, and tribal police. Additionally, the university trains participants in the areas of drug enforcement, domestic violence, and alcohol dependency.

Several aspects of the program contribute to its success. The program emphasizes how the context of cultural identity determines the nature of the challenges faced. This context is tied to academic studies of Native American history and culture. Native American values are woven into classroom teaching styles, values that include group effort and trust-based teacher-student mentoring relationships, which begin before enrollment and continue after course completion. The skills are taught in an interdisciplinary courses.

The program opens student access to state resources for their own families. Before actually becoming clinicians, students receive a year of counseling. They also observe workplace activities being run by professionals.

As of September 1990 the program had awarded fifty-one associate of arts degrees in human services. In 1992, sixty-nine students were enrolled in the program, fourteen of whom were non-Indian. Graduates have continued their education to obtain bachelor's degrees and graduate degrees in social work and law. Some have continued training in fields such as nursing.

Tribal College: Journal of American Indian Higher Education, v3 n3 p24-27 Win 1992.
Hornby, Rodger; Dana, Richard H.

Student Success

College Success Factors Index

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The College Success Factors Index (CSFI) is an instrument containing eighty self-scoring statements designed to determine the readiness of college populations to successfully complete their early years in college. It helps identify the skills students need to improve academic performance in college.

This twenty-minute diagnostic test, given by college counselors, measures the following sources of college success: control, competition, task precision, expectations, wellness, time management, college involvement, and family involvement. A computer records student answers and then produces a graph that allows quick assessment of strengths and areas needing improvement.

The reliability of the index was calculated in 1991. The American Psychological Association considers the result, an alpha of .95, laudable. In addition, recent correlations between total CSFI scores and grade-point averages have ranged from -.35 to -.79. These scores reflect a strong level of validity. In comparison, College Board tests reflect a validity score of-.60.

College Success Factors Index, Hallberg, E.C., Hallberg, K. and Sauer, Lauren; Ombudsman Press Inc., 470 W. Highland Ave. Sierra Madre, CA. 91024, ©1993

Student Success

Peer Coaching

Concordia University
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The peer coaching model at Concordia University is designed to improve college instruction of culturally diverse students. The model's four elements are positive instructional changes encouraged by peer relationships; positive instructional changes resulting from continuous monitoring of teaching behavior, whether through self-monitoring or from peers; validation of observation results by instructors, who must internalize them and then practice new teaching behaviors in risk-free environments; and improvement of teaching through administrative support and perceivable rewards.

Twelve tenured faculty members taught college classes to primarily Hispanic and Black students in community settings. Faculty were trained in specific techniques for improving classroom teaching, such as questioning strategies, discussion strategies, group dynamics in class discussions, setting expectations, lesson pacing, wait times, and content densities of lessons. Peer faculty dyads observed one another's classes and discussed strategies for improvement. The project director met with each dyad and then with the entire group every two weeks.

At the end of the semester the twelve participating faculty were more positive about their ability to teach nontraditional student populations and were more positive that high expectations could be set and gained. Professors increasingly relied on a variety of teaching techniques. The coordinators of the model found that two of the key elements of success were the level of trust established among the participants and the suggestions for improvement from peers.

Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994)

Student Transfer

Two-Year/Four-Year Partnership Project

Atlanta Metropolitan College
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The Georgia State University–Atlanta Metropolitan College (AMC) partnership project is a collaborative effort to increase articulation between the two institutions' developmental (non credit) and regular (credit) mathematics courses. The two institutions agreed that in order to attract more minorities as mathematics majors, minority students must first experience success in the precalculus sequence and then enroll in higher level mathematics courses.

To achieve their goal, math faculties from both campuses conducted content analyses on all sections of the target courses taught at both institutions. Faculty and student surveys were administered through the project and routine classroom observations were made. The instructional practices employed at both institutions were found to be similar. Differences between the institutions that could affect transfer students included sequencing of instruction, levels of classroom interaction, and breadth of topic coverage. It was recommended that students transfer at the end of a sequence rather than in the middle.

The institutions were able to foster teamwork between the faculties and to modify course delivery. Contributing to the ability of the faculties to collaborate is the fact that the community college system is a part of the Georgia university system. In the next phase of the project, the partnership will continue its work by comparing the rigor demanded in each setting and the different teaching methods employed at each institution.

Minorities in Mathematics: Georgia State University Atlanta Metropolitan College Partnership Project. Final Report Dec. 1993

Student Transfer

Transfer Center

City Colleges of Chicago
Truman College Transfer Center
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Chicago, IL 60640
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Fax: 312-907-4464

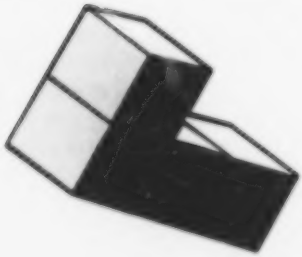
In an effort to improve the transfer rates of minority students from community colleges to baccalaureate-granting institutions, the Illinois state legislature allocated funds to establish transfer centers at community colleges that would take a proactive approach to reaching minority students with information about transfer.

One of twenty-six centers currently funded, the Truman College Transfer Center (TCTC), has an annual budget of approximately $90,000 and employs one full-time and four part-time staff. The center's four main objectives are to maintain a resource center with current information and materials needed to assist students in the transfer process; to develop a marketing strategy to inform and encourage traditionally underrepresented populations to consider transfer; to develop a data collection process to track student usage of TCTC services and to develop research on transfer students prior to and after transfer; and to plan a minimum of six college fairs and at least forty individual recruitment visits to the transfer center by university representatives per academic year.

TCTC usage has increased dramatically since fall 1990, with the number of Truman College students who indicated an intent to transfer jumping from 29 percent in 1990 to 35 percent in 1992. In addition, while making up 48.7 percent of the regular credit enrollment, three minority groups-- African American, Hispanic, and Native American--accounted for 51 percent of service recipients in 1992.

Paper presented at the 4th Annual Transfer Assembly of the Center for the Study of Community Colleges. (Chicago, IL, June 3-4, 1993) The Transfer Assembly Center is located at the University of California, Los Angeles.

FACULTY



Faculty Data

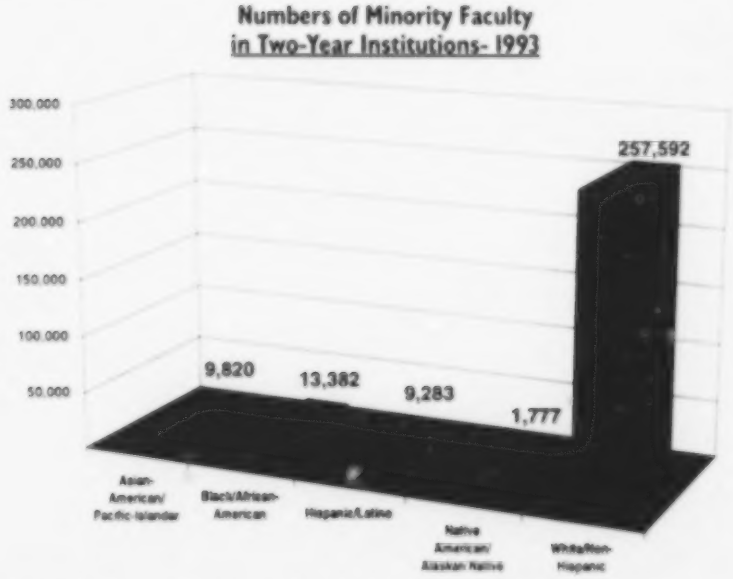


Figure 3-- Source: *1993 National Study of Postsecondary Faculty, NCES*

Percentage of Tenured Faculty in Higher Education, by Ethnicity: 1975–76 and 1991–92					
	White	Black	Hispanic	Asian / Pacific Islander	American Indian / Alaskan Native
1975-76	53.5	38	41.4	44.2	38
1991-92	52.5	38.4	42.3	38.9	38.6

Table 2-- Source: *Equal Employment Opportunity Commission, Higher Education Staff Information (EEO-6) Reports*

Faculty Recruitment

Ten Step Plan

Austin Community College
5930 Middle Fiskville Road
Austin, TX 78752
Bill Segura, President
Contact: Dale Gares, Associate Vice President for Institutional Integrity
Phone: 512-483-7000
Fax: 512-483-7786
E-mail: GARES@Austin.cc.tx.us

Since 1985 Austin Community College (ACC) has been implementing a ten-step plan to recruit, hire, and retain minority faculty. Its plan began as a proactive strategy to address predictions of minority faculty shortages. ACC's goal is not only to bring minority faculty to campus, but to retain them in numbers that reflect the demographics of the surrounding Texas community.

The ten steps are as follows: (1) secure the continued commitment of the board of trustees and the president to affirmative action; (2) link the affirmative action policy to the college plan and make provisions for its assessment; (3) enlist support from faculty for the affirmative action policy and college plan as they are created and continue seeking their support during policy implementation; (4) recruit candidates using multiple means, establishing pipelines with graduate schools, advertising in national and specialized media, and utilizing personal networks; (5) keep a clear focus on the most relevant qualifications when screening candidates and be able to recognize experiences that compensate for divergent qualifications; (6) avoid questions or inquiry during the interview that do not illustrate the candidate's potential to teach; (7) narrow the list to several candidates for the president's final selection; (8) provide orientation and experienced faculty support for incoming selected candidates; (9) provide training for skill renewal and development; and (10) assess program outcomes.

Since the ten-step plan was implemented, Austin Community College has revised different steps of the plan and codified them in a manual. The manual is used by committees on campus recruiting for diversity. Presently, ACC's faculty is 81 percent white, 8.2 percent Black, and 8.5 percent Hispanic. The remaining 2.5 percent are other minorities.

Faculty Recruitment

Faculty Recruitment Incentive Program

Metropolitan State College of Denver
PO Box 173362
Denver, CO 80217
Sheila Kaplan, President
Contact: Percy Morehouse Jr., Assistant to the President
Phone: 303-556-3018
Fax: 303-556-3912

Metropolitan State College's Faculty Recruitment Incentive Program (FRIP) seeks to increase ethnic diversity among its faculty in accordance with several institutional goals: (1) energize the academic departments to be involved in the recruitment effort; (2) augment those departments that experience slow growth in minority faculty additions and those that have difficulty in retaining those faculty; and (3) promote the development of present faculty by supporting their pursuit of graduate coursework.

The program has two components: allocation of positions and academic development awards. The college's vice president for academic affairs determines and allocates positions for FRIP. As other positions become available, the vice president has the opportunity to add those to the allocated list. Available positions must be tenure-track but do not maintain specificity according to discipline. When a position becomes available in a particular department, the vice president may allocate that vacated position to another department.

Academic department awards are also made by the vice president for academic affairs. Departments underutilizing minority or women faculty apply to the vice president for an award. Selected departments receive an award for up to one position per year. They in turn present the award to candidates who have a minimum of a master's degree or the equivalent. The award is a maximum of $10,000 over a period of five years for tuition, fees, and dissertation expenses. In return the candidate commits three years of full-time employment to Metropolitan State College.

Another aspect of the FRIP is mentoring. The chair of each presiding department links FRIP participants with senior faculty. Participants are also required to devise a development plan for completing coursework and the doctoral degree. The plan is approved by FRIP faculty members, the department chair, and the dean. Finally, the vice president of academic affairs reviews it for rigor. There are seven participants this year.

Faculty Recruitment

Educational Support Program

Northern Kentucky University
Nunn Drive
Highland Heights, KY 41088-8013
Leon E. Boothe, President
Contact: Delores Anderson, Director
Phone: 606-572-6590
Fax: 606-572-5566

Northern Kentucky University (NKU) recruits minority faculty using its "grow your own" program. The program is officially titled the Educational Support Program, but its goal is explained by its informal title. The program was begun in 1992.

Eligible participants are African Americans attending a graduate institution in pursuit of a terminal degree, achieving at a high level as indicated by graduate scores and past academic history, and demonstrating potential to teach at the college level. Participants may be drawn from other universities or from NKU. Faculty from NKU can be granted up to five years' leave if they participate in the program. The factors of eligibility are checked against the standards of Department of Education's Office of Civil Rights.

Selected candidates receive an award of up to $5,000 from NKU to pay for tuition. Additional loans are granted for summer study. The five-year maximum is $25,000. The loans are forgiven at the rate of 25 percent per year if the participant returns to NKU to teach. Participants are requested to remain on the faculty of NKU for at least four years. One participant is chosen per year.

Faculty Recruitment

Compact for Faculty Diversity

The New England Board of Higher Education
45 Temple Place
Boston, MA 02111
John C. Hoy, President
Contact: Amanda Burton, Project Coordinator
Phone: 617-357-9620
Fax: 617-338-1577
E-mail: ABURTON@mecn.mass.edu

The New England Board of Higher Education (NEBHE) sponsors a faculty recruitment program called the Compact for Faculty Diversity. It is underwritten by foundations, the participating state governments, and participating doctoral campuses. NEBHE seeks to recruit graduate students and minority faculty who do not yet have their doctorates into science fields, including biology, geology, mathematics, and engineering. A second objective is to help to improve the "environment of support" for underrepresented students of color in graduate schools. Other organizing partners include the Western Interstate Commission and the Southern Regional Education Board.

The host institutions select those who will become fellows on their campuses. The fellows are then expected to present their work-in-progress at campus forums and to participate in discussions with undergraduates on how to succeed in graduate school. There are no formal teaching assignments during the year, though they receive office space and library privileges. Participating institutions include the University of Massachusetts at Amherst or Dartmouth College for mathematics; Brown University for geology; Northeastern University or the University of Connecticut for engineering; and the University of Connecticut or the University of Rhode Island for biology.

Fellows receive tuition and fee forgiveness for five years, graduate assistantships-- $12,500 for the fellowship's first year-- and a travel budget to attend teaching institutes and professional conferences. NEBHE also organizes regional networking and community building opportunities with other graduate students and faculty of color throughout the region, and provides job-placement services.

In 1994-95 the compact had 15 scholars in the New England region and about 60 doctoral scholars nationwide. In 1995-96 the compact expects to have a total of 26 doctoral scholars in the New England region and about 110 nationwide.

Faculty Recruitment

Minority Faculty Registry

Southwestern University
PO Box 770
Georgetown, TX 78627-0770
Roy B. Shilling Jr., President
Contact: Valarie C. Childs, Associate Director
Phone: 512-863-1220
Fax: 512-863-5788

The Minority Faculty Registry of Southwestern University is a national service that matches first-time or experienced faculty with available positions.

Those interested in attaining positions send their credentials to Southwestern University. The credentials are analyzed and entered into a databank at no cost to the registering faculty. The university produces a computerized directory of résumés in abbreviated form and sorted by discipline. Institutions that become members of the registry receive the directory of résumés four times a year. If more information on particular individuals is required, the colleges may send in requests to receive full dossiers on those individuals.

The number of aspiring faculty in the registry has risen from 583 in 1985 to 1,141 by 1994. In 1985 the ethnic distribution of participants in the database was as follows: 4 percent Asian American, 32 percent African American, 8 percent Hispanic, and 2 percent Native American. In 1994 the distribution was 7 percent Asian American, 24 percent African American, 12 percent Hispanic, and 3 percent Native American. Last year 147 institutions requested 1,520 dossiers. The are 262 participating institutions.

Faculty Development

Professional Development Academy

University of Texas, Brownsville
80 Fort Brown
Brownsville, TX 78520
Juliet Garcia, President
Contact: Elva Laurel, Project Director
Phone: 210-544-8200
Fax: 210-548-0020

The Professional Development Academy (PDA) sponsored by the University of Texas seeks to provide minority faculty in the Texas higher education system with the skills required to successfully earn state teaching certification. The program was begun in 1993.

The PDA program assesses the needs of its participants by looking at their ExCET scores (ExCET exams are administered by the state). Teachers must complete these tests to obtain certification for all levels of education within the state. The program uses teacher's scores to determine the developmental classes they require. PDA is also developing additional competency tests for specific programs.

About twenty-five faculty members from Willacy and Cameron counties participate in the academy. Among the topics included in the training session are effective communication strategies; informal and formal assessment; enhancing student achievement; understanding learners; environmental factors affecting learning; and appreciating human diversity. After these sessions, PDA administers practice ExCET tests. The academy enhances participants' testing skills and attitudes toward test taking.

Faculty Development

Urban Field Experience

University of Wisconsin at Whitewater
800 West Main Street
Whitewater, WI 53190
H. Gaylon Greenhill, Chancellor
Contact: M. Virginia Epps, Curriculum and Instruction Department
Phone: 414-472-1234
Fax: 414-472-1518

The focus of the Urban Field Experience (UFE) program is on public school teachers but involves goals shared by higher education institutions. UFE provides an opportunity for students in a rural teachers' college to develop teaching skills required for urban settings. The contrast between rural and urban settings can give the participating educators a clearer perspective of student diversity and varying learning styles, and thus improve the learning environment of diverse students.

UFE achieves its goals by first teaching educational theory, including multicultural education, and then by allowing the students to "observe and participate" in Milwaukee urban schools. These sessions are followed up with discussion and presentations. A second aspect of the approach is its multidimensional experience. Students spend time following the path of middle school teachers as they work with different students, but they also follow students as they move through their classes.

At the close of the observation-and-participation portion of the Urban Field Experience, the university students are given two tests: an open-format survey of experiences in the block program and a closed-format attitude survey, a retrospective pretest-posttest. Composite scores on the retrospective pretest-posttest showed significant changes in the desired direction for the total group as well as the two subgroups, those shadowing the teacher and those shadowing a middle school student. The correspondence between the open-format surveys and the closed-format surveys has not yet been analyzed. Only 7 percent of the sample reported seeing no transfer of information from the campus-based courses to the field site experience, while 73 percent reported either a moderate or high amount of transfer.

Faculty Advancement

FACULTY ADVANCEMENT PROGRAM

City University of New York
535 East 80th Street, Room 604
New York, NY 10021
W. Ann Reynolds, Chancellor
Contact: Gloriana B. Waters, Affirmative Action Office
Phone: 212-794-5374
Fax: 212-794-5667

To enhance the diversity of senior faculty at the City University of New York (CUNY), the Office of Affirmative Action sponsors a program called the Faculty Advancement Program. CUNY gives junior instructional staff support to complete their doctoral dissertations.

Eligible faculty are either tenured, possess a certificate of continuous employment, or possess at least one year of experience as an instructor . Applicants must be enrolled in good academic standing at an accredited university, having completed all requirements except the dissertation. Finally, they must be recommended by the college provost or faculty dean.

Biweekly seminars are organized for participants. Senior faculty members lead these meetings during which participants critique one another's work. Faculty who attend these sessions receive three hours of release time each week. A crucial element of the sessions is that they are organized around focus areas instead of disciplines. For example, dissertations on the economics of poverty were paired with other dissertations on poverty, not with dissertations on economics. Continued participation in the program beyond the first semester depends upon the progress individual faculty members make. Faculty also attend group meetings for six weeks during the summer at no extra cost.

Since 1988 forty-eight participants (39 percent) have completed their dissertations.

Faculty Advancement

Teaching Fellowship Program

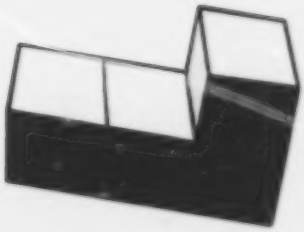
Collin County Community College
Central Park Campus
220 West University Drive, PO Box 8001
McKinney, TX 75069-8001
John Anthony, President
Contact: Martha M. Ellis, Director of Staff, Program and
Organizational Development
Phone: 214-548-6606
Fax: 214-548-0464
E-mail: ZSMELLIS@express.cccd.edu

Collin County Community College's Teaching Fellowship Program seeks to increase faculty diversity. Other goals of the program include providing leadership and guidance for recent college graduates as they pursue faculty careers in higher education (in community college particularly) and involving experienced faculty to share their wisdom as mentors. The program also seeks to encourage minorities in the surrounding community to become students at the community college.

Applicants must have a master's degree and/or at least eighteen graduate semester hours in courses related to teaching from a regionally accredited institution. Applicants cannot have more than three years of college teaching experience, since the intention is to recruit applicants with little or no prior experience. Once accepted, the fellows begin a comprehensive program. Among their activities are teaching three courses; attending departmental and divisional meetings; meeting with mentors; reviewing journal articles; observing classes; advising and counseling students; attending workshops; and writing a paper on a topic related to teaching.

As of May 1994 seven fellows had completed the program: three African Americans, two Hispanics, one East Indian, and one white non-Hispanic. Of those, four were women. All these fellows have subsequently been employed by Collin County Community College as full-time faculty.

ADMINISTRATORS



Administrator Data

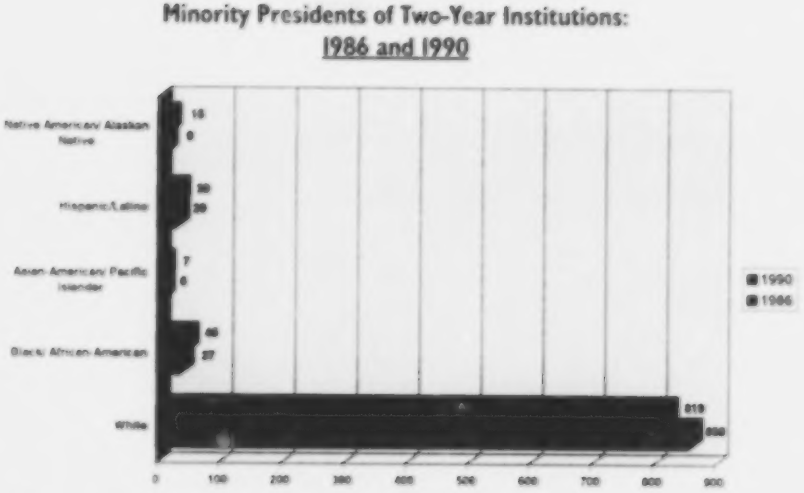


Figure 4-- Source: *American College President: A 1993 Edition. Ross, Marlene, Madeline F. Greene, and Cathy Henderson.*

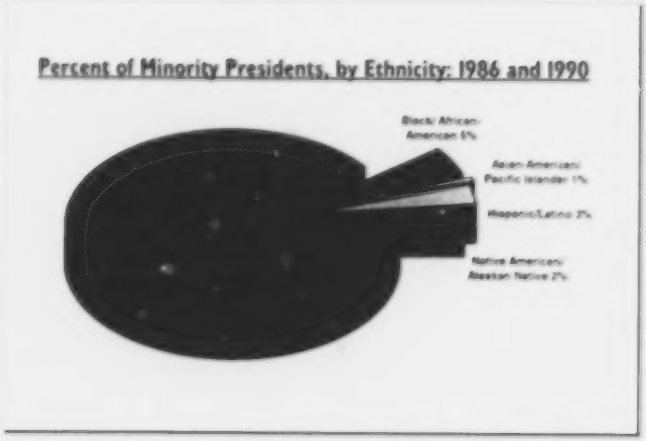

Percent of Minority Presidents, by Ethnicity: 1986 and 1990
Black/ African-American 5%
Asian American/ Pacific Islander 1%
Hispanic/Latino 3%
Native American/ Alaskan Native 2%

Figure 5-- Source: *American College President: A 1993 Edition. Ross, Marlene, Madeline F. Greene, and Cathy Henderson.*

Administrator Advancement

Leadership Institute

National Community College Hispanic Council
Coast Community College District
1370 Adams Avenue
Costa Mesa, CA 92620
William Vega, Chancellor
and President of NCCHC
Phone: 714-432-5813
Fax: 714-432-5177

The Leadership Institute was founded by the National Community College Hispanic Council (NCCHC), an affiliate of the American Association of Community Colleges. The goal of the institute is to prepare Hispanic community college administrators who are interested in chief executive officer (CEO) positions.

The program consists of three four-day workshops in varying locations and a one-week seminar. The workshops and seminars are led by successful CEOs and administrators. Some of the topics covered include building constituencies, organizational development, and developing a professional portfolio. Fifteen administrators from across the country participated in the 1994–95 institute.

Institutions represented at the workshop include American River College; Eugenio Maria De Hostos Community College; City Colleges of Chicago, Truman College; Ventura College; Oakland Community College; Miami-Dade Community College; and Glendale Community College.

Administrator Advancement

Mentoring Leaders for the Future

National Council on Black American Affairs
Wayne County Community College
c/o One Lafayette Plaisance, Suite 2115
Detroit, MI 48207
Contact: Richard M. Turner III, Interim President
and President of NCBAA
Phone: 313-496-2510
Fax: 313-768-1020
E-mail: NAAFRMT@admin.wccc.edu

The National Council on Black American Affairs (NCBAA), an affiliate of the American Association of Community Colleges, provides support for African American chief campus deans, district executive officers, and aspiring upper-level administrators of the nation's community colleges through an arm of NCBAA called the President's Roundtable. The roundtable sponsors several programs and has recently established "Mentoring Leaders for the Future" workshops. This program provides mentoring relationships and development training.

The strategies provided to help participants ascend to the presidency include basic skill development and instruction on chief executive officer–board relations, and the role of the chief executive officer. The workshops also provide training on how to handle budgets, personnel, and legal issues. Finally, the workshops offer networking opportunities and advice on how to network within the community of CEOs and the communities within which the represented institutions lie.

Participants have found the initial workshop very useful, citing the interaction with the CEOs to be among its strongest benefits. The interaction, according to one participant, provided a "reality check" against notions of the presidency that emerge from theory. Another participant found that the workshop fostered lasting bonds that have become a source of encouragement. In each instance participants wanted the program to continue. Twenty-one participants from Virginia to California participated in the 1994 workshop, which was held in Oakland, California.

Administrator Advancement

Expanding Leadership Diversity in Community Colleges

League for Innovation in the Community College
26522 La Alameda, Suite 370
Mission Viejo, CA 92691
Terry O'Banion, Executive Director
Contact: Brenda Beckman, Associate Director
Phone: 714-367-2884
Fax: 714-367-2885

Expanding Leadership Diversity in Community Colleges, organized by the League for Innovation in the Community College, aims to provide advancement opportunities for minorities in community colleges. This program prepares minority midlevel managers for senior-level administrative positions: chief executive officer, vice-president, vice-chancellor, dean, and director. Training focuses on goal-setting strategies, experiential and self-directed learning, and opportunities to network.

The major components of the program are as follows: mentoring, in which fellows select mentors from their own or other institutions; professional development planning, in which, with assistance from a mentor, each fellow devises a professional development plan that includes short-range and long-range goals; seminars, in which fellows participate in intensive seminars focusing on different types of institutions and regions of the country (the seminars facilitate self-inspection and issue clarification in community colleges); community issue project, in which fellows focus on issues affecting the communities served by their colleges and design collaborative solutions; and internship, in which fellows are given the opportunity to apply some of the theories learned during the program and to gain practical experience.

To date, the program has had 117 participants. Of those, seventy-four (63 percent) were African American, twenty-three (20 percent) Hispanic, eleven (9 percent) Asian/Pacific Islander, and nine (8 percent) American Indian/Alaskan Native. Sixty-five (56 percent) of the participants were women. Of the thirty-seven participants who have advanced to higher level positions, six (16 percent) have become chief executive officers, thirteen (35 percent) vice presidents, thirteen (35 percent) deans, and five (14 percent) directors. The percentage of participants experiencing advancement (32 percent of all participants) increases as their years of service increase.

Administrator Advancement

Leadership Institute for a New Century

Iowa State University
Ames, IA 50011
Martin Jischke, President
Contact: Larry Ebbers, Professor and Program Coordinator
Phone: 515-294-8067
Fax: 515-294-4942
E-mail: LEBBERS@iastate.edu

The Leadership Institute for a New Century (LINC) began in 1989 as a consortium formed by Iowa State University, the Iowa Association of Community College Trustees, and the Iowa Association of Community College Presidents. The mission of the institute is to increase the diversity of upper-level administrators in Iowa community colleges.

LINC's approach is to develop leadership styles among the participants through workshops and seminars. Participants meet for two days each month over the nine months of the program, during which they meet with national, state, and local educational leaders. In addition, they attend one or more conferences each year. Participants can earn up to six graduate-level credits for completing the LINC program. Completion of "outcome products" and attendance at meetings also provide two credits each semester. The program provides role models with which the participants can converse. Fees are paid by the participant colleges.

Between 1989 and 1995, seventy-eight people benefited from LINC and were teaching at Iowa community colleges. More specifically, all were female, 80 percent were married, and 87 percent had children. Three of the participants were Black, one was Asian American, and one was Native American; the rest were white non-Hispanic. Thirty-three percent of the participants were between forty-one and forty-five years old. Sixty-two percent had completed a master's degree; only one had no degree, but was enrolled in an associate degree program.

Twenty-six participants have received promotions. More than half attributed their success to LINC. Of those who found LINC instrumental, 43 percent believed that LINC helped because it increased the participant's visibility. Seventeen are enrolled in the 1994–95 program.

Paper presented at the Annual International Conference of the League of Innovation in the Community College and the Community College Leadership Program (4th Conference, Chicago, IL, July 19-22, 1992)

Administrator Advancement

Leadership Academy

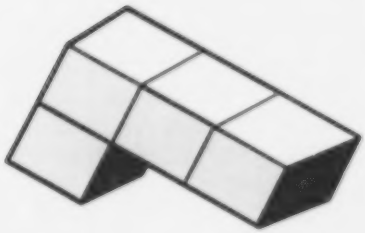
University of Kentucky Community College System
102 Breckenridge Hall
Lexington, KY 40506-0056
Ben W. Carr, Chancellor
Contact: Arthur Stumpf, Academy Director
Phone: 606-257-8607
Fax: 606-257-5640

In July 1990 the Leadership Academy was established within the University of Kentucky community college system (UKCCS) for the purpose of preparing the next generation of leaders within the system's fourteen colleges. An eight-member advisory board, appointed by the chancellor, set about developing the activities of the academy. The three goals adopted by the board included to develop leaders for UKCCS from the ranks of the community college faculty and staff, to increase the number of women and minorities in leadership roles at all levels, and to develop a model of leadership training and networking that could be used in other states and districts.

During the first year of the academy, the advisory board selected twenty participants. The academy uses an experiential learning model, consisting of three stages: a four-day summer institute focusing on state and national issues in education, business, and government, as well as personal growth and development concerns; a fall internship at each participant's home college under the mentorship of the president or dean; and two fall retreats focusing on regional issues as they relate to community college responsibilities. Participants are required to submit written evaluations following each stage. To ensure the current leadership's involvement in the project, the fourteen college presidents review and provide advice on the work of the academy board. In addition, they host the summer institute and plan and implement the retreats.

Preparing the Next Generation: The Kentucky Leadership Academy Model. Occasional Paper, Volume 10, Number 2. Edwards, Allen, G.

CAMPUSWIDE



Campus Climate Data

Political Views of First-Time Freshmen: 1970-1990

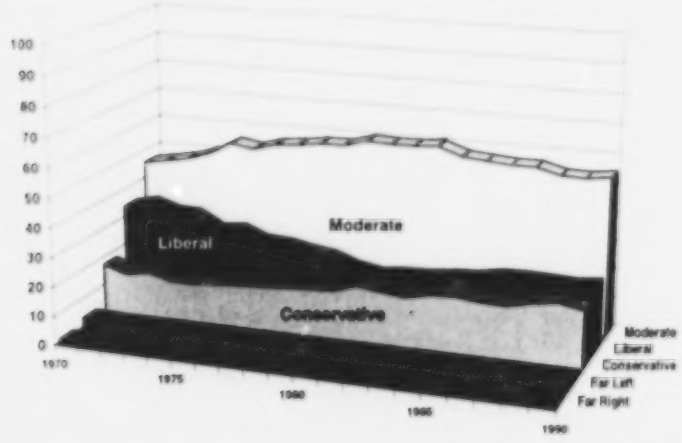


Figure 6-- Source: *The American Freshmen, Twenty-Five Year Trends, 1966-1990.* Higher Education Research Institute, Dey, Eric L., Alexander W. Astin, and William S. Korn, eds.

Faculty Perceptions of Institutional Climate, by Percent: 1992-1993		
	Two-Year Institutions	
Agree 'strongly' or 'somewhat'	Public	Private
Faculty of Color are treated fairly here	90	86
Women faculty are treated well here	85	86
Most faculty are sensitive to the issues of minorities	77	78
Many courses include minority group perspectives	42	35
There is little trust between minority student groups and campus administrators	28	22
People here don't treat each other with enough respect	30	24
There is a lot of racial conflict on this campus	9	6

Table 3-- Source: *1992-93 HERI Faculty Survey.* Higher Education Research Institute, Astin, Alexander W., et al., eds.

Campus Climate

Multicultural Curriculum

North Seattle Community College
9600 College Way North
Seattle, WA 98103-3599
Peter Ku, President
Contact: Jeanie Brown, Program Coordinator
Phone: 206-527-3694
Fax: 206-527-3606
E-mail: JBROWN@seaccd.sccd.ctc.edu

North Seattle Community College has undertaken a significant project to create an institutional climate that nurtures and builds upon diversity. The college's Title III grant provides the college with the resources necessary to revise the curriculum, engender student leadership, and advance professional development.

Monitoring the campus climate is the responsibility of an interdisciplinary diversity advisory committee, which determines the effects that institutional policies and procedures have on the college's climate. The committee generated a set of multicultural requirements (ninety credits) for associate of arts degrees. Criteria that the courses must follow include: promotion of reasoned understanding of ethnic and cultural differences in the United States; focus on at least three of the five dominant cultures in the United States (African American, Chicano and Latin American, European American, Asian American, and Native American); exploration of course material through group activities as well as through traditional scholarship; consideration of the multidimensional nature of different cultures; and development of instructors who are prepared to manage conflicts of opinion as they arise in the classroom.

The approved classes are in the social science and humanities divisions. Topics of the classes include multicultural leadership styles, civil rights history, women's history, and introduction to diverse peoples and values. In addition, North Seattle Community College employs students as multicultural specialists who coordinate activities for minority and disabled students.

Campus Climate

Classroom Climate Project

University of Maryland at College Park
College Park, MD 20742
William E. Kirwan, President
Contact: Jim Greenberg, Director of the Center for Excellence in Teaching
Phone: 301-405-1000
Fax: 301-314-9560

Faculty at the University of Maryland, recognizing the changing demographics in the classroom, created a Classroom Climate Project. Their objective was to ensure that their teaching styles accommodated the learning styles of new students. The program resulted from a series of campus discussions among the faculty. Funding was provided by the university.

The project has five components: data collection, program development, staff development, training workshops, and evaluation. Data were collected through a campuswide survey, upon which a model program was then devised and applied with a focus on classroom applications. The model encourages teachers to look at students as individuals whose cultural values, perceptions, experiences, communication styles, and assumptions may be different from their own. The model incorporated diverse teaching styles to meld with diverse classroom styles, and it promoted the pairing of teachers who represented different ethnicities. Training workshops were offered at varying times and durations to maximize faculty participation. Evaluation activities included monitoring the number of requests for each workshop; monitoring the number of requests for follow-up workshops; scanning the dialogue of participants for statements reflecting increased cultural awareness and for behavioral changes; reviewing evaluations completed by workshop leaders; using focus groups of workshop leaders for additional evaluation; and collecting anecdotal reports on classroom changes after the workshops were given.

The project committee found that teachers who volunteered to participate in the workshops found them more helpful than did those who were required to attend them. Thus, the committee explored ways to provide incentives for the teachers who would otherwise not attend such workshops. The committee recommended that merit pay, tenure, and promotion be tied to participation in these types of training and curriculum revision efforts.

Creating Multicultural Classrooms: An Experience-Derived Faculty Development Program. Schmitz, Betsy; Paul, Pamela; Greenberg, James; New Directions for Teaching and Learning, No. 49, Spring 1992

Campus Assessment

Multicultural Demonstration Project

George Brown College
PO Box 1015, Station B
Toronto, Ontario M5T2T9, Canada
John Rankin, President
Contact: Mary Samuel, Human Rights Department
Phone: 416-867-2000
Fax: 416-944-4641

George Brown College's Multicultural Demonstration Project has several purposes: to increase awareness of senior managers at the college concerning issues of multicultural change; to assist two departments to implement aspects of the college's race and ethnic relations policy, with particular focus on the recommendations concerning multicultural organizational change; and to revise the policy as needed for campuswide implementation.

The college organized a diversity committee. The first project activity was to complete a needs assessment of the Human Resources Department, since that department, which addresses diversity issues affecting other departments, would best serve as a barometer for the college. The project committee identified the salient diversity issues using a confidential questionnaire administered to the human resources staff.

The second project activity was to complete an assessment of the Academic Skills Development Department. To identify staff training needs in this department, the committee involved faculty, counselors, support staff, and students in interviews and focus groups.

The project identified general issues that needed to be addressed: cross-cultural misunderstanding; skill development for teaching diverse students with various learning styles; creation of techniques to detect bias in the curriculum; and strategies to handle racial incidents. The committee constructed a four-part training initiative to identify demographic changes in the surrounding community; appropriate effective teaching styles to meet the needs of diverse students; curriculum development strategies; and common types of cross-cultural miscommunication.

George Brown College Multicultural Demonstration Project Report. Ward, Barbara

Program Assessment

Employer Expectation Clarification

City University of New York
Bronx Community College
West 181st Street and University Avenue
Bronx, NY 10453
Leo Corbie, President
Contact: Frank Donnangelo, Counselor
Phone: 718-220-6427
Fax: 718-220-6174

All entering freshmen at Bronx Community College (BCC) are required to enroll in an orientation/career development course taught by counselors. The course helps students clarify potential employers' expectations prior to job application.

To assess the college's career counseling services, a study was conducted to determine student awareness of the attributes employers seek in job applicants. The study also sought to reproduce a 1981 survey by Hafer and Hoth of thirty-seven employers and two hundred fifty university students in Nebraska to determine if the attitudes of employers recruiting at the largely minority BCC differed from those of the employers in the Hafer and Hoth survey. Thirty-two employers and sixty-four graduating students who participated in BCC's on-campus recruiting program during the spring and fall 1988 semesters were asked to rank the thirteen most important items from a list of twenty-six job selection attributes identified in the 1981 survey.

Results of the study included the following: employers in both the BCC and the Hafer and Hoth survey ranked oral communication, motivation, and initiative as the top three attributes, whereas BCC students ranked them second, fourth, and ninth, respectively; BCC students incorrectly perceived the value for employers of punctuality, ranking it first, whereas BCC employers ranked it seventh; and BCC employers ranked work experience fifth and grades eleventh, whereas employers in the 1981 study ranked them twelfth and thirteenth, respectively.

The Attributes of Job Applicants: Employer Expectations versus the Perceptions of Minority Students. Donnangelo, Frank P. and Catherine Farley. 1993

Selected Resources

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Appendix

An Agenda for Minority Education

The following are important excerpts from the recent AACC monograph, *Making Good on Our Promises - Moving Beyond Rhetoric to Action.*

The five components of commitment, policy, information, leadership, and collaboration are critical to the success of an action agenda and must be present at the national, state, and local levels in order to achieve greater progress in the college participation and achievement of minority students. With this in mind, the Commission recommends the following agendas:

A NATIONAL AGENDA

The Board of Directors of AACC should:

- Work aggressively with all federal agencies providing education funds to encourage them to view community colleges as appropriate intermediaries to ensure attainment of the nation's educational goals for minorities. Programs already established by the National Science Foundation (NSF) provide a model.

- Ensure board minority representation on all boards of directors of organizations relevant to the education and success of ethnic minority students, and on all committees — standing and ad. hoc.

- Review all organizational policies and procedures to ensure that they promote diversity.

- Ensure that national and regional conferences showcase minority speakers and perspectives, particularly with respect to issues of vital concern to minority communities.

- Encourage colleges to publicize programs focused on minority access and achievement.

- Allocate resources to support initiatives that improve minority student success.

- Communicate with governors and state legislators through the National Governor's Association, the National Conference of State Legislatures, the Education Commission of the States, and other relevant organizations, to gain their commitment to and support for programs that promote access and achievement by minority students.

A STATE AGENDA

State governments should:

- Provide funding for initiatives for ethnic minority students while removing traditional barriers to existing and future initiatives.
- Recognize that minority students have needs that require special funds.
- Change state policies that have not worked to the benefit of minority students.
- Review policies on standardized tests to ensure that the tests do not impact minority students negatively.

State governing boards should:

- Develop and implement policy statements reaffirming commitment to minority student access and success. All policy statements should contain timetables and incentives for implementation.
- Require annual reports from colleges about minority student access, achievement, and retention for use in policy formation, budget development, and outcomes assessment.
- Require annual staff affirmative action reports from colleges for use in policy formation and budget development.
- Review and revise all state policies and practices to ensure that they promote minority student access and achievement.
- Create incentives for colleges to implement programs to improve minority recruitment, achievement, and retention.
- Establish joint progrms with state boards of education to strengthen the preparation of minority students for college and to increase college participation rates among these students.

A COLLEGE AGENDA:

Boards of trustees should:

- Adopt or reaffirm policy statements that place minority student recruitment, achievement, and retention among the highest priorities of the college or district.

- Develop and support initiatives to enhance the performance and success of minority students in the areas of mathematics, science, and other areas where these students are underrepresented.

- Adopt or reaffirm policy statements that place faculty and staff affirmative action among the highest priorities of the college or district.

- Hold administration, faculty, and staff accountable for implementing the policy statements through periodic performance audits.

- Provide ongoing public recognition of faculty, staff, students, and administrators who contribute to minority student access andgoal achievement.

- Encourage the professional growth and leadership advancement of minority faculty, staff, and administrators through such strategies as internships (internal or external) and tuition reimbursement programs.

- Select presidents who have a record of improving minority students' achievement and a record of recruiting, retaining, and advancing minority faculty, staff, and administrators.

- Set higher institutional goals to benefit ethnic minorities and pave the way for institutions to serve the community more efficiently.

- Require regular reports on goals and achievements at the institution.

- Select presidents and high-level administrative staff who can act as mentors and role models in developing minorities in the pipeline.

Chief executive officers of colleges should:

- Exercise leadership in developing a campus climate conducive to diversity.

- Conduct institutional self-assessments concerning the recruitment and hiring of minorities.

- Conduct institutional self-assessments of all curriculum and materials to ensure inclusion of study about the languages, cultures, and contributions of people of color to the history and development of humankind.

- Establish computerized student information systems to facilitate institutional research and assessment of each academic program, with special emphasis on minority student recruitment, retention, and achievement.

- Provide faculty with the results of institutional research that will enhance program development and revision.

- Assure minority representation on all search committees.

- Establish links with the military to recruit students, faculty, staff, and administrators from among those being discharged.

- Expand library and materials collections with multi- cultural elements.

- Conduct workshops on multicultural issues for faculty, staff, and administration.

- Establish links with community groups by using them to assist in planning and conducting multicultural workshops.

- Employ minorities at all levels of the college organizations.

- Recruit students from nontraditional settings in the community; arrange for transportation between minority communities and the campus.

- Enlist minority alumni to recruit new students and educate their colleges and communities about the challenges of diversity.

Students should:

- Commit to expending the time and energy necessary for academic success.

- View ALL fellow students as learning resources.

- Cultivate relationships with students and faculty from a broad range of ethnic groups.

- Use all human and physical resources of the campus to enhance one's education.

- Participate actively in all aspects of campus life.

Faculty should:

- Strive for a new level of partnership with faculty at four-year colleges and universities to overcome obstacles to transfer of credits, and to facilitate articulation agreements between the institutions.

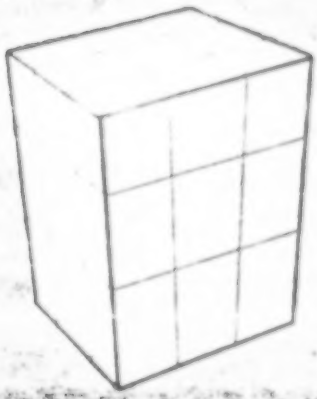
- Develop partnerships with minorities from the business community to participate in the teaching and learning process.

- Implement transfer agreements with other institutions by designing individualized educational contracts with students to be monitored with computerized degree audit systems.

- Encourage minority students to share the richness and complexities of their cultures in instructional activities.

- Participate in the learning process with students by mutually exploring the diversity of minority groups.

- Actively encourage students to learn from each other across racial and cultural lines.
- Encourage minority students to seek careers in education ingeneral and community colleges in particular to increase the number of minority faculty.
- Work in concert with students and administrators to establish goals and policies to enhance minority student achievement.
- Be a resource to students as they design personal educational programs that will ensure their success.
- Work closely with the administration to create a receptive environment for new minority faculty.
- Conduct classroom research to generate information that will help them effectively plan instruction and evaluate their own teaching.



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